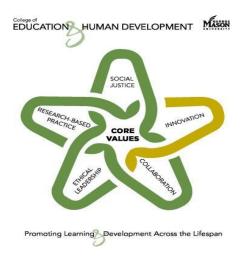# George Mason University
College of Education and Human Development
Teaching Culturally & Linguistically Diverse and Exceptional Learners

EDUC 537 DL1– Introduction to Culturally and Linguistically Diverse Learners
(CRN: 73305) 3 Credits, Fall 2024
Asynchronous/Online: August 27th – December 9th

Faculty

Name:	Sarah Rich, Ed.D.
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Prerequisites/Co-requisites

None

University Catalog Course Description

Examines the ways intersections of race, ethnicity, language, socioeconomic status, gender, sexual orientation, and ability affect equity for PK-12 culturally and linguistically diverse (CLD) learners. Invites educators to interrogate ways that personal cultural identity and biases influence instructional and assessment practices with CLD learners and relationships with families. Requires 15 hours of PK-12 classroom fieldwork.

Course Overview

EDUC 537 Introduction to Culturally and Linguistically Diverse Learners is a three-credit course designed for graduate students seeking a master's degree in Curriculum and Instruction, with a concentration in Teaching Culturally & Linguistically Diverse and Exceptional Learners (TCLDEL). EDUC 537 can be taken by candidates pursuing a Graduate Certificate in TESOL for PK-12 Practitioners as well. This course is required for candidates pursuing an initial teacher licensure in English as a Second Language (ESOL) or Foreign/World Language education. It is also required for teachers pursuing endorsement in ESOL PreK-12 education and candidates

pursuing Elementary Education licensure through the Virginia Department of Education. This course meets the following program goals:

1. *Diversity.* Learn the basic concepts and develop the necessary skills to successfully work with learners of differing backgrounds and value systems.
2. *Classroom teaching.* Candidates should be able to understand that there are multiple paths to learning and demonstrate skills and competency in teaching students from different backgrounds and varying learning styles.
3. *Democratic principles.* Candidates should be able to adopt teaching practices, which reflect democratic principles and support creating and sustaining democratic learning environments.
4. *Knowledge base for teaching in diverse and inclusive classrooms*. Candidates will learn the fundamental concepts pertaining to the teaching in culturally, linguistically, and socio-economically diverse classrooms.
5. *Utilization of research*. Candidates will critically evaluate theories of multicultural education and engage in systematic investigations of the knowledge base to inform their own or others' teaching practices.
6. *Curriculum*. Candidates will develop the skills needed to design, implement, and evaluate programs to enable them to work comfortably with students from different backgrounds.

Course Delivery Method (For Online)

This course will be delivered online (76% or more) using an asynchronous format via the Canvas Learning Management system (LMS) housed in the MyMason portal. You will log in to the Canvas course site using your Mason email name (everything before @gmu.edu) and email password.

To access your course in Canvas: https://canvas.gmu.edu/login/canvas
The course site will be available on **August 26th by 8:00 AM.**

Under no circumstances may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Learner Outcomes or Objectives
This course is designed to enable students to do the following:

1. Analyze and interpret the historical, philosophical, economic, legal and sociocultural foundations of multicultural education.

2. Analyze how social structures of race, class, gender, (dis)ability, and sexual orientation create relations that privilege some and deny opportunity to others.

3. Evaluate and interpret the ways in which schooling influences and is influenced by equity issues.

4. Understand and use the major concepts, principles, theories, and research related to the nature and role of culture in academic achievement and individual student learning.

5. Understand how cultural groups and students' cultural identities affect language learning and school achievement.

6. Understand and apply concepts, theories, research, and practice that facilitate the acquisition of a primary and new language in and out of classroom settings.

7. Describe culturally relevant teaching in terms of teacher characteristics, teaching strategies, and assumptions about teaching, learning, and knowing.

8. Develop strategies that challenge unjust social structures and allow all children to learn and grow into citizens who will be actively involved in democracy.

9. Explain and provide examples of anti-bias strategies and practices.

10. Use knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

11. Exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

12. Understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

Global Learning Outcomes:

At the conclusion of this course, candidates will have:

*Explored responsibilities of global citizenship and enhanced capacity to be receptive to others' perspectives, to welcome differences in interpretation and judgment, and to revise and expand their own views.

*Developed pedagogical skills for teaching for global competence to help prepare PK-12 learners for constructive participation in the development of a more just, peaceful, and sustainable world.

*Deepened understanding that world events and global issues are complex and interdependent and learned strategies for embedding engagement around authentic global issues and perspectives across content areas.

*Increased knowledge about why and how to integrate global content, issues, and perspectives into standards-based curricula to foster PK-12 learners' preparation for learning, living, and working in a globalized world.

*Enhanced ability to evaluate, critically choose, and use various forms of 21st century media and digital tools in teaching for global competence.

Professional Standards (TESOL/CAEP/ACTFL Standards)

GMU-SOED licensure courses are aligned with TESOL/CAEP 2019 *Standards for Initial Programs in PreK-12 Teacher Preparation Programs,* the Interstate New Teacher Assessment and Support Consortium (InTASC) Standards, and American Council on the Teaching of Foreign Languages (ACTFL), which represent those principles that should be present in all teaching environments, regardless of the subject or grade level, and serve as a framework for the systematic reform of teacher preparation and professional development programs. Effective teachers of all disciplines, subjects, and grade levels model and apply the Standards as they design, implement, and assess learning experiences and as they engage students in the classroom to enhance and support learning while they provide positive models for ethical and effective use of technology to students, colleagues, parents, and the community.

Upon completion of this course, students will have met the following professional standards:

TESOL-CAEP Standards 2019*:*

Standard 1: Knowledge about Language
Candidates demonstrate knowledge of English language structures, English language use, second language acquisition and development, and language processes to help English Language Learners (ELLs) acquire academic language and literacies specific to various content areas.

1c Candidates demonstrate knowledge of language processes (e.g., interlanguage and language progressions) to facilitate and monitor ELLs' language learning in English.

Standard 2: ELLs in the Sociocultural Context
Candidates demonstrate and apply knowledge of the impact of dynamic academic, personal, familial, cultural, social, and sociopolitical contexts on the education and language acquisition of ELLs as supported by research and theories. Candidates investigate the academic and personal characteristics of each ELL, as well as family circumstances and literacy practices, to develop individualized, effective instructional and assessment practices for their ELLs. Candidates recognize how educator identity, role, culture, and biases impact the interpretation of ELLs' strengths and needs.

2a Candidates demonstrate knowledge of how dynamic academic, personal, familial, cultural, and social contexts, including sociopolitical factors, impact the education of ELLs.

2b Candidates demonstrate knowledge of research and theories of cultural and linguistic diversity and equity that promotes academic and social language learning for ELLs.

2c Candidates devise and implement methods to understand each ELL's academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for their ELLs.

2d Candidates devise and implement methods to learn about personal characteristics of the individual ELL (e.g., interests, motivations, strengths, needs) and their family (e.g., language use, literacy practices, circumstances) to develop effective instructional practices.

2e Candidates identify and describe the impact of his/her identity, role, cultural understandings,

and personal biases and conscious knowledge of U.S. culture on his/her interpretation of the educational strengths and needs of individual ELLs and ELLs in general.

Standard 3 Planning and Implementing Instruction
Candidates plan supportive environments for ELLs, design and implement standards-based instruction using evidence-based, ELL-centered, interactive approaches. Candidates make instructional decisions by reflecting on individual ELL outcomes and adjusting instruction. Candidates demonstrate understanding of the role of collaboration with colleagues and communication with families to support their ELLs' acquisition of English language and literacies in the content areas. Candidates use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement, and communicate about instruction for ELLs.

3a Candidates plan for culturally and linguistically relevant, supportive environments that promote ELLs' learning. Candidates design scaffolded instruction of language and literacies to support standards and curricular objectives for ELLs' in the content areas.

3d Candidates plan strategies to collaborate with other educators, school personnel, and families in order to support their ELLs' learning of language and literacies in the content areas.

3e Candidates use and adapt relevant materials and resources, including digital resources, to plan lessons for ELLs, support communication with other educators, school personnel, and ELLs and to foster student learning of language and literacies in the content areas.

Standard 5 Professionalism and Leadership
Candidates demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of ELLs, advocating for ELLs and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching.

5a Candidates demonstrate knowledge of effective collaboration strategies in order to plan ways to serve as a resource for ELL instruction, support educators and school staff, and advocate for ELLs.

5b Candidates apply knowledge of school, district, and governmental policies and legislation that impact ELLs' educational rights in order to advocate for ELLs.

5c Candidates practice self-assessment and reflection, make adjustments for self-improvement, and plan for continuous professional development in the field of English language learning and teaching.

ACTFL Standards: Cultures, Linguistics, Literatures, and Concepts from Other Disciplines
2a. Demonstrate target cultural understandings and compare cultures through perspectives, products, and practices of those cultures.

ISTE (2017) Standards for Educators:
1. Learner
2. Leader
3. Citizen

Relationship of EDUC 537 to InTASC Standards:

Standard #1: **Learner Development**. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Standard #3: **Learning Environments**. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
Standard #7: **Planning for Instruction**. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Standard #9: **Professional Learning and Ethical Practice**. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Required Texts

Cushner, K., McClelland, A., Safford, P**.,** & Cushner H. (2022). *Human diversity in education: An intercultural approach* (10th ed.). McGraw-Hill.

Recommended Texts
American Psychological Association (2020). *Publication manual of the American psychological association* (7th ed.). American Psychological Association.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:
- High-speed Internet access with standard up-to-date browsers. To get a list of Canvas's supported browsers see:
  https://guides.instructure.com/a/720329]
- Students must maintain consistent and reliable access to their GMU email and Canvas, as these are the official methods of communication for this course.
- Speakers and a microphone or a microphone-enabled headset for use with the synchronous web conferencing tools.

- Note that students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.

Expectations
- Course Week:
  Because asynchronous courses do not have a "fixed" meeting day, **<u>our week will start on Tuesday mornings and finish on Monday nights at 11:59pm (EST).</u>**
  Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
  Students must actively check the course Canvas site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least **3** times per week.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Canvas, VIA or both).

Assignments

EDUC 537 Major Assignments Overview

Assignment	Grade %	DUE DATE
Informed Class Participation (Discussion Board)	25	Weekly, ongoing throughout the course
Equity Issue Presentation (multimedia, narrated, collaborative)	20	**October 7th**
Candidate Self-Assessment (VIA)	0	**Nov. 11th (approx. date)**
Critical Self-Reflection Cultural Autobiography Paper	25	**November 18th**
Bridging the Divide Project (**PBA**) *Initial Draft due Nov. 4th	30	**December 9th (submit through Canvas and VIA link)**
Field Experience Log & Evaluation Forms	N/A	**December 9th (through VIA link)**

Each course assignment is described below. VIA evaluation criteria for the two Performance-Based Assessments in this course are located at the end of the syllabus. **It is strongly recommended that candidates develop an organized plan for working on the major assignments throughout the semester.**

1. **Informed class participation: Weekly Discussion Board**
   (25% of the final grade)
   DUE: Weekly

Informed class participation is evidenced by thoughtful, thorough completion of **all** activities in the Weekly Modules. Thus, candidates' discussion and other work should reflect deep learning from readings, videos, and any other online content within the Weekly Modules. While your current knowledge as an educator is important to your understandings, demonstrating the way that engagement with the course content expands your understanding as a reflective practitioner is expected and necessary for earning full participation points. That is, candidates' work within each Weekly Module must reflect thorough preparation, which will be evidenced by critically analyzing, asking questions, making observations, and sharing reflections as well as by offering specific examples for incorporating learning from the course into their current or future teaching practice with culturally and linguistically diverse learners.

Note for Online Courses:
The main participatory activity is engaging in conversation with classmates via Discussion Board posts. **The Discussion Board posts and any other application activities within a Weekly Module (e.g., a journal entry, addition to a Wiki page, quiz, visual representation, etc.) are opportunities for candidates to demonstrate thorough engagement with all course content in the Weekly Modules.** A class participation rubric is located on Canvas.

Candidates are expected to complete an **initial Discussion Board post by Friday night at midnight and to respond briefly but thoughtfully to two peers' posts by Monday night at midnight.** Initial Discussion Board posts must be two **well-developed** paragraphs, written in professional language, that **synthesize** candidates' thinking around the prompts for the post with insights gained through readings/videos in the Weekly Module. In other words, the questions in the prompts are meant to spark thinking and connections to candidates' experiences and to the course content rather than to be addressed question by question. **Candidates should cite texts (in parenthesis) from course readings that are referred to in the post. Full citations below the post are NOT needed unless the candidate is referring to texts outside of the course. Candidates should AVOID the overuse of direct quotes in Discussion Board posts. Rather, please use your own words to paraphrase and weave together connections among texts with your own thinking and experiences.**

Responding to peers' posts represents an opportunity to deepen the dialog by posing thoughtful questions for peers and sharing thinking around the weekly content. Responses to peers' posts can be a few sentences to a paragraph and must be thoughtful and respectful. Please approach the Discussion Board interactions with the idea that we are communicating to expand our understanding of ourselves as cultural beings as well as of the strengths and needs of culturally and linguistically diverse students.

2. **Equity Issue Presentation**
   Due: October 7th (20% of the final grade)

This collaborative project provides the opportunity to demonstrate your knowledge of the history, research, policy, and current practices in ESOL or world languages education as it applies to **an equity issue** related to this course that is currently evident in schools/classrooms. Based on content

from this course and careful thinking about practices/policies in school settings, **your team** will identify a salient equity issue, research the issue and then create a narrated, in-depth presentation (approx. 15 minutes in length) in which your team locates, reads, and synthesizes relevant research (minimum of five scholarly sources) related to the equity issue. Your presentation will recommend strategies and include a brief action plan that is linked to the research, in order to address this equity issue in a school setting. Your team will also gather feedback from colleagues/peers in this course about your recommendations and will include a reflection of your learning.

The **narrated presentation** may be created using any application that is **compatible with Canvas** (e.g., PowerPoint with audio, VoiceThread, a recorded Prezi, or a Google Slides presentation, etc.). Please see the detailed directions and rubric in the Assignment Info folder on Canvas.

3. **Critical Self-Reflective Cultural Autobiography Paper**
   Due: November 18th (25% of the final grade)

The purpose of this cultural autobiographical assignment is to critically examine your own self-awareness and social awareness through a lens of racial literacy and racial consciousness (Sealey Ruiz, 2020, 2022). A foundational step in improving equity in learning environments, opportunities, and outcomes for Black and Brown children in culturally and linguistically diverse classrooms is for their teachers to develop racial literacy, or racial consciousness that reflects their deep understanding of the way that racism impacts beliefs and practices with students (decision-making, self-management, and relationships) (Legette et al., 2023).

Educators can engage in an "archaeology of self" (Sealey Ruiz, 2020, 2022) to embark on exploring and developing racial literacy, a critical foundation for practicing Culturally Responsive-Sustaining Education. Sealey-Ruiz's framework of the Archeology of Self encourages educators to dig deep, peel back their layers, and explore how issues of race, class, religion, gender, and sexual orientation intersect to live within them. Before beginning to write your own Critical Self-Reflection Cultural Autobiography, you will delve into readings and other resources within the modules to understand what this self-examination through the lens of racial consciousness and intersectionality is all about. You will be invited to think deeply about why this critical self-exploration matters for the ways that today's educators think about, interact with, and teach their Black and Brown students in culturally and linguistically responsive and sustaining ways.

A key idea to keep in mind is that this self-transformational work requires an ongoing, intentional commitment on your part throughout your career. ***There is no judgment regarding where you are personally in this journey as you write your reflective paper, and your critical self-portrayal will only be read by the instructor***. Guided by developing a strong understanding of the hybrid, fluid intersectional nature of our cultural selves in this course, this self-introspection offers you an opportunity to engage in a deep excavation and exploration of your own beliefs, assumptions, biases, values, and ideas which you bring into your classroom as you make decisions on many levels, manage yourself and your responses to myriad situations, and build trusting relationships with culturally and linguistically diverse children and families (Legette et al., 2023).

To increase equity in our classrooms, schools, and school systems, it is essential that educators have deep awareness of all aspects of one's own multifaceted identity along with profound social awareness of the way that the intersections of race, ethnicity, culture, language, religion, socioeconomic class, gender identity and sexual orientation, and ability affect educational experiences and outcomes for critical for culturally, linguistically diverse and exceptional learners in powerful and real ways. **Your exploration of and critical reflection around these concepts will be shaped through readings and resources as well as through grappling with reflective questions and engaging in respectful dialogue with your peers and the instructor throughout the course**.

In this autobiographical narrative, you will critically explore your own personal history (your beliefs, values, and biases and how they were shaped through your own life experiences) and your journey toward racial literacy and racial consciousness. You will be invited to share how learning during this journey informs your teaching and teacher-thinking in your daily work with Black and Brown children and families in culturally and linguistically diverse classrooms. ***Remember, it is OK to be wherever you are on this journey. An important goal is to reflect honestly and openly about how you can continue on this journey and why it matters that you do so as an educator***. You are encouraged to keep a journal to jot notes, thoughts, feelings, reactions, "aha" moments, etc. each week to refer to when you begin to develop your Critical Self-Reflective Cultural Autobiography paper.

You will need to be thoughtful as you consider what to include in this 6-7 page, double-spaced critically reflective paper. You will also have a title page and a references page in APA-7 style for any citations. These pages are not included in the 6-7 page, double-spaced critical reflection. Citations should be used minimally, only to cite any key concepts/learning from scholarly sources that have informed your thinking. Otherwise, this paper is a personal reflection/autobiography that meets the overarching goal to critically examine your own self-awareness and social awareness through a lens of racial literacy and racial consciousness and to share your thinking about the significance of this ongoing journey for your success and effectiveness as an educator who works to enhance equity in learning experiences and outcomes for all children. Please refer to the rubric for this assignment on Canvas.

4. **Bridging the Divide (BD) Project — This assignment is a Performance-Based Assessment**
   Due: December 9th (30% of final grade)
NOTE: Initial draft is due on or before Monday, Nov. 4th

VIA Performance-Based Assessment (PBA) Submission Requirements

Every student registered for any Teaching Culturally, Linguistically Diverse & Exceptional Learners program course with required performance-based assessments is required to submit this assessment and the Fieldwork Log of Hours and Evaluation Form through the VIA link in the course on Canvas (regardless of whether the student is taking the course as an elective, a one-time course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in VIA through Canvas. Failure to submit the assessment to VIA (through Canvas) will result in the course instructor reporting the course grade

as Incomplete (IN). Unless the IN grade is changed upon completion of the required VIA submission, the IN will convert to an F nine weeks into the following semester.

Note: The rubrics employed for assessment in VIA are for accreditation purposes. The instructor may use different rubrics for assessing candidates' work on the PBAs for course grading purposes. These grading rubrics will align with the PBA descriptions in the syllabus and will be shared on Canvas with candidates.

Project Overview
This assignment involves culturally diverse students, families, schools, and communities. The goal of the assignment is to **better understand the role of culture in student learning and engagement.** For this assignment, you will gather data and engage in a constructive dialogue through two interviews with a first or second-generation immigrant family or a family that is of a non-majority culture within the school, country, or context in which you work. You will learn about their cultural, linguistic, educational, and experiential backgrounds as well as their values, dreams, and perspectives with a particular emphasis on their experiences within the school system in which their focal child/children are enrolled. You will analyze your findings and reflect in writing on what you learned from this experience. Please refer to the rubric for this assignment (located at the end of this syllabus). Bridging the Divide is a **PBA and the paper must be submitted to VIA as well as to an assignment link on Canvas.**

Field Experience Record and Evaluation
Field experience is a required component of the teacher preparation program at George Mason University. All students will complete a minimum of **15 hours in field experience** for this course. Documentation of your field experience is required as well as a signed statement from your field experience teacher(s) or supervisor(s). If you are taking more than one course in a semester, you must complete 15 hours per course (e.g., two courses require 30 hours of field experience). This means you may be completing different tasks for different courses in the same placement. Materials and products used for one course cannot be used for another course (e.g., videos, lesson plans, activities, etc.)

Field Accommodations
If you believe you need ADA accommodations during your field placement and/or internship experience, please contact Mason's Disability Services office (DS). Specific accommodations for fieldwork and internships may be different than academic accommodations; however, like academic accommodations, they are not retroactive. Connecting with DS is a student-initiated interactive process. DS will collaborate with the department and possibly the placement site to provide reasonable accommodations that are individualized and based on documentation, functional limitations, and a collaborative assessment of needs. For more information, please refer to the Disability Services website: https://ds.gmu.edu/field-placement/

*TCLDEL Fieldwork Log of Hours and Evaluation Forms must be uploaded to VIA on Canvas. These forms are located on Canvas in your TCLDEL organization site in the **"Fieldwork"** page.

NOTE: If you are a foreign/world language candidate, you MUST complete all of your fieldwork in a foreign/world language classroom.

In-service teachers and Instructional Assistants: Field experience can often be conducted in your own classroom if you have access to the population of students required for the PBAs and other assignments. Please consult your instructor if you have questions about the viability of your classroom for fieldwork in this class. You will need your instructor's approval and your building administrator's approval before you can begin to complete your hours. The deadline to submit your field experience placement to your instructor is Week 2 of class. Failure to do so will result in an unsatisfactory grade for your fieldwork assignment.

Pre-service teachers: If you are not currently working in a K-12 school, or you are a substitute teacher in a K-12 school, you will need to be placed in an appropriate fieldwork setting to complete your required PBAs and fieldwork hours. You must request a fieldwork site using the online Field Experience Request Form (FERF) available here: https://cehd.gmu.edu/endorse/ferf.
You will check the box indicating that: "I request to be placed by the Clinical Practice Coordinator for my field experiences" - this includes observations and/or case studies. If you are site-based substitute or have a long-term substitute contract (placed in one classroom for multiple weeks), you will select "I will complete my field placement in my own classroom…" and then email the Clinical Practice Coordinator at fieldexp@gmu.edu to let them know you are a long-term sub or site-based sub. They will need to collect additional information from you.

The deadline to submit your field experience placement is Week 2 of class, but we highly recommend you submit your FERF at the end of your first week of class once you know which of your courses require field experience hours. Failure to submit a FERF request will result in an unsatisfactory grade for your fieldwork assignment. You will be required to enter the course name/number and instructor for each of your courses that require field placement. You will only be able to submit one FERF request per semester.

Loudoun County Public School Instructional Assistants: Please contact your instructor for guidance.

TCLDEL Fieldwork Log of Hours and Evaluation Assessment

	Status of Student Work	
	1	0
Fieldwork Log of Hours demonstrates 15 hours of fieldwork completed, with a teacher-mentor or supervisor signature.	Complete	Not Complete

NOTE: Failure to submit documentation of successful completion of your fieldwork in a timely manner will make you ineligible to register for coursework, be recommended for licensure, or receive a grade for this course.

Online Participation/Attendance Policy

Students are expected to participate in **all** online discussions. Not participating in an online discussion module will be reflected with a zero for the week and as an absence. **Students with two or more absences will not receive credit for the course.**

Grading

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

Note: "C" is not satisfactory for a licensure course; "F" does not meet requirements of the School of Education.

See the University Catalog for details: http://catalog.gmu.edu/policies/academic/grading/

Late Work Policy
At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.* Because we live in uncertain times, if you have any extraordinary circumstances (think flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve the late/makeup work.*

Professional Dispositions (CEHD Student Guide)
Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See https://cehd.gmu.edu/current-students/cehd-student-guide .

EDUC 537 CLASS SCHEDULE
*Schedule is subject to change, with notice to students.

Module 1	*Introductions, Syllabus Review* and *Exploring Multicultural Education* **Tuesday August 27th – Monday, September 2nd**
Readings	- Course Syllabus - Cushner, McClelland, & Safford (Class text) Chapter 1 - Selected readings/content on Blackboard

To Do List	1) Complete all readings
	 2) Read syllabus/explore Canvas
	 3) Discussion Board Assignments:
	     a) Post Introduction by Friday Aug. 30th
	     b) Participate in Discussion Board 1
	        i) Initial post due by Friday, Aug. 30th
	        ii) Replies to peers due by Monday, Sept. 2nd

Module 2	*Educational Equity – Improving Schools for All Children* **Tuesday, September 3rd – Monday, September 9th**
Readings	- Class text: Chapter 13 - Selected readings/content on Canvas
To Do List	- Complete all readings - Participate in Discussion Board 2 - Initial post due by Friday, Sept. 6th - Replies to peers due by Monday, Sept. 9th

Module 3	*Intercultural Development and Equitable Teaching Practices* **Tuesday, September 10th – Monday, September 16th**
Readings	- Class text: Chapter 5 - Selected readings/content on Canvas
To Do List	- Complete all readings - Participate in Discussion Board 3
COMING UP	- Equity Presentation (Group Project) - Read the directions - Look through the topics - Use the Discussion Board thread to form a small group - Email me with your group/topic by Monday, Sept. 16th

Module 4	*Addressing Racial Equity in Classrooms and Schools* **Tuesday, September 17th – Monday, September 23rd**

Readings	• Class text: Chapter 6 • Selected readings/content on Canvas

To Do List	• Complete all readings
	• Participate in Discussion Board 4
	      o One prompt within module 4
	      o One prompt within CCA Corner Week 4
	• Double check you have emailed me about your Equity project

Module 5	*Gender Inclusive Schools and Equity for LGBTQ Students; Critical Literacy Theory and Practices* **Tuesday, Sept. 24th - Monday, Sept. 30th**
Readings	• Class text: Chapter 10 • Selected readings/content on Canvas
To Do List	• Complete all readings • Participate in Discussion Board 5

Module 6	*Multicultural and Global Education; Critical Perspective; Intro to Culturally Responsive Pedagogy* **Tuesday, October 1st – Monday, October 6th**
Readings	• Class text: Chapter 2 • Selected readings/content on Canvas

To Do List	• Complete all readings
	• Participate in Discussion Board 6
	• Turn in the Equity Presentation (only one person should do this)
	      o Submit on Canvas
	      o Share on Discussion Board 6

Module 7	*Influence of Culture on Teaching and Learning: A Deeper Look* **Tuesday, October 8th – Monday, October 14th**
Readings	• Class text: Chapter 4 (STOP at Critical Incidents). • Selected readings/content on Canvas
To Do List	• Complete all readings • Participate in Discussion Board 7

Module 8	*Culture and Culture Learning Process;* *Cultural and Religious Pluralism* **Tuesday, October 15th – Monday, October 21st**
Readings	• Class text, Chapters 3 & 9
To Do List	• Complete all readings

	• No discussion board this week (mid-semester break)

Module 9	***Teaching in a Linguistically Diverse Classroom: Understanding the Power of Language and Family Engagement*** **Tuesday, October 22nd – Monday, October 28th**
Readings	• Class text: Chapter 8 • Selected readings/content on Canvas
To Do List	• Complete all readings • Participate in Discussion Board 9
COMING UP	• Initial Draft of Bridging the Divide (PBA) is due Nov. 4th

Module 10	***Creating Developmentally Appropriate &*** ***Inclusive Classrooms*** **Tuesday, October 29th – Monday, November 4th**
Readings	• Class text: Chapters 11 & 12
To Do List	• Complete all readings • Participate in Discussion Board 10 • Submit your Initial Draft of the Bridging the Divide (PBA) by Monday, Nov. 4th

Module 11	***Building Global Learning Communities and*** ***Teaching for Global Competence*** **Tuesday, November 5th – Monday, November 11th**
Readings	• Class text: Chapter 7 • Selected readings/content on Canvas
To Do List	• Complete all readings • Participate in Discussion Board 11
COMING UP	• Critical Self Reflection Cultural Autobiography due Nov. 18th

Module 12	***Using Global Thinking Routines for Teaching for Global Competence*** ***Lived Experiences of Refugee & Immigrant Students: An Issue of Global Significance across Time and Contexts*** **Tuesday, November 12th – Monday, November 18th**
Readings	• Selected supplemental readings on Canvas
To Do List	• Complete all readings • Participate in Discussion Board 12 • Submit your Critical Self Reflection Cultural Autobiography by Monday, Nov. 18th

Module 13	*Building Global Learning Communities and* *Teaching for Global Competence* **Tuesday, November 19th – Monday, November 25th**
Readings	• Selected readings/content on Canvas
To Do List	• Complete all readings • Participate in Discussion Board 13

Module 14	*Work Space* **Tuesday, November 26th – Monday, Dec. 2nd**
Readings	• NO READINGS
To Do List	• Continue to work on Bridging the Divide (PBA) – due at the end of next week • Complete Course Evaluation • Participate in Discussion Board 14

Module 15	*Last Week: Wrap Up* **Tuesday, Dec. 3rd – Monday, Dec. 9th**
Readings	• NO READINGS
To Do List	• Submit your Bridging the Divide (PBA) by Monday, Dec. 9th • Submit your Fieldwork Form by Monday, Dec. 9th **BOTH NEED TO BE SUBMITTED ON CANVAS AND THROUGH THE VIA LINK**

CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here: https://cehd.gmu.edu/about/culture/

GMU Policies and Resources for Students

Policies

- Students must adhere to Mason's Academic Standards (see https://catalog.gmu.edu/policies/academic-standards/)

- Students must follow the university policy for Responsible Use of Computing (see https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments .
- Questions or concerns regarding use of your LMS should be directed to: o Canvas: https://its.gmu.edu/service/canvas/
- For information on student support resources on campus, see: https://ctfe.gmu.edu/teaching/student-support-resources-on-campus
    - o TimelyCare: https://caps.gmu.edu/timelycare-services/
    - o Writing Center: https://writingcenter.gmu.edu/

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu .

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/ .

GUIDELINES FOR MAJOR ASSIGNMENTS

BRIDGING THE DIVIDE (BtD) PROJECT (PBA)

The principal goal of this performance-based assessment (PBA) is to **increase your own expertise as a culturally responsive educator** through understanding the way that knowledge of a student and family's cultural, linguistic, educational, and experiential background plays a critical role in creating a safe, welcoming learning environment *and* in informing your design of culturally and linguistically responsive and sustaining learning experiences for individual students! Your overarching goal is to enhance your own strengths as a culturally and linguistically responsive educator through developing a deep understanding about:

- how language and culture interact and intersect to shape a multilingual learner child's identity and how valuing the child's identity contributes to creating equitable learning environments and experiences; and
- how seeking to know about the child and family's *funds of knowledge* (home and community strengths, values, ways of being, thinking, doing, etc.) is essential for optimizing equitable, culturally and linguistically responsive and sustaining learning environments and experiences for the child

Instructions

To build this understanding, you will plan and conduct **two interviews** with a culturally and linguistically diverse family that has a child/children in the school in which you teach OR are conducting your fieldwork. **Please work with a family from a racial, linguistic, and socioeconomic background different from your own**. Your aim is to **seek to understand** the family's cultural, linguistic, educational, and experiential backgrounds, values, and dreams. You should seek to also understand their experiences with the school system in which the child of focus is enrolled. This rich knowledge will serve as your *Findings* in this project*.* You will carefully analyze your Findings, writing about what you have learned and critically reflecting on why/how this knowledge would shape/inform your current/future teaching with this child.

Participants and Location
Work with your mentor-teacher or school personnel to determine a family to interview. Determine your school's policies with regard to obtaining permission and maintaining confidentiality of all data and members of the family interviewed. It may be that you will interview one adult member of the family, or your interviews may include more than one adult member (this will depend on the family's preference and availability). Ask the mentor teacher about appropriate protocols to follow to identify a child of focus and connect with the child's family/parent(s)/caregiver(s) for two interviews. **In your paper, you will change the name of the school and all family members' names to pseudonyms to protect their identity**.

If possible, conduct the interview in the family's home. Visiting the home for one of the interviews is highly recommended to enrich your own learning, but it is **not required**. It is important to honor the family member(s)' time and preferences for the interviews. For example, the interviewee(s) may wish to come to the school, meet in a public space near their home, or participate in the interviews by phone.

A parent/caregiver or other adult living in the home with the focus student must be included in the interviews. Approach communication with the family respectfully and with sensitivity (for example, it is **not permitted** to ask about a family's legal status in the U.S.)

Family Context: If appropriate/safe in the location where the family lives, take a walk through the neighborhood.

- How is it similar or different from your own neighborhood?
- Which languages do you hear?
- Which cultural, class, racial and religious contextual clues do you observe?
- How would it "feel" for a family to live here?

Make observations and search for "cultural artifacts" (e.g., community centers, libraries, storefronts, places of worship, signs, and spaces) and what they represent to its residents. As you explore, you may wish to take photographs and/or record your observations in a journal/notebook. You may also gain this type of contextual information online through searching about community resources, types of housing, median incomes, available businesses, etc.

Interview Expectations

During the first interview, your goal is to establish a comfortable connection with the family member(s) being interviewed and to invite their responses to an initial set of questions that you will design. These questions will be informed by your observations of the child of focus in the school setting and/or conversations with the mentor teacher.

As you plan for the first interview, **be sure to convey to the family that the purpose of this assignment is for YOU to gain expertise as a culturally and linguistically responsive educator (not to "find out" information about them!). Assure anonymity and confidentiality of information** (your project paper will only be read by course professor/s).

The First Interview

For the first interview, work to create an initial set of questions that will allow you to gain a basic understanding of the child/family's cultural, linguistic, educational, and experiential background. (You may choose to share your questions with your mentor teacher. It would be wise to do so if you are a pre-service teacher).

Good interview questions consist primarily of open-ended questions that invite participants to engage with you in a comfortable, conversational manner. That is, avoid questions that elicit only yes/no or very short answers (e.g., "Did you go to school?") in favor of questions that encourage longer responses (e.g., *"Tell me about your childhood back home. What was your school like?")* Use prompts to encourage participants to elaborate (e.g., *"Tell me more about that" or "How did that make you feel?").*

Have your questions prepared in a written/typed format. It will be helpful to record the interview, but be sure to specifically ask permission to do so. Otherwise, you will need to take detailed notes during the interview.

Aim to collect these suggested types of information:

- Demographic/background information (names, ages, years in U.S. of those living in the home)
- Educational background of parent(s)/caregiver(s); age(s) and grade(s) of child/children in the home
- Languages spoken in the home and by whom; level of literacy in languages spoken
- If applicable: Immigration experience (How/why they decided to come to the U.S., reasons for living where they do, etc.)) --**take care <u>not</u> to ask about legal status**

- Childrearing practices and philosophy–what do they value and believe?
- Economic/work issues (if any); aspirations/goals for their future or child/children's future
- Religious practices/beliefs (if of importance to family)
- Funds of Knowledge—their beliefs, values, ways of communicating/interacting, making decisions, going about daily life, etc.
- Perspectives/beliefs around education. What is a well-educated child? What are the roles of families and schools in children's education?
- Experiences with child/children's school(s); Types of support they have received; Successes with language and literacy development in English
- Misunderstandings, difficulties, and challenges in school and teacher/school efforts to address
- What does the family want their child/children's teachers and administrators to know about their experiences, values, and beliefs?

Processing the First Interview: Reflect on your Findings from the first interview. For example, consider: What surprised you? What moved you? What affirmed or disconfirmed what you expected to learn? How does this family's story contribute to your understanding of culturally and linguistically responsive education, equity and social justice, and/or family engagement in schools? Note relevant information, stories, or quotes. Many other points for critical reflection may have come up for you!

The Second, Follow-Up Interview
Review and reflect on your interview Findings to **create a follow-up, second interview** to gain deeper insights on any topics that have key relevance for you as a culturally and linguistically responsive educator! There is not a required number of questions to include in the second interview. In fact, it would be wise to have a small set of follow-up questions. Consider your learning throughout this course and what you learned during the first interview to critically reflect on further key questions that you have about aspects of the family's story/background that would be useful to you in creating a culturally and linguistically responsive learning environment and learning experiences for the child of focus. Arrange to conduct the follow-up interview at a time that is convenient to the family member(s) and in a format that they prefer (phone call? in-person meeting? a communications app that may be used by the school?).

Next Steps:
Choose the **most salient pieces from the interviews to transcribe** (include in an Appendix—**do not transcribe the entirety of the interviews**). Then, think carefully about how you will **analyze** your *Findings* in relation to learning from this course as well as the TESOL/ACTFL/InTASC Standards related to culture and language and their influence on student learning and engagement. You may also consider your observational notes from the field site school about the child/children in this family.

In your paper, you will also be asked to **reflect on the ways that your own Critical Self-Reflection Cultural Autobiography may have informed/shaped your thinking and/or responses to your Findings** gleaned through the interviews.

Reflect critically about key concepts such as the ones below and others you may have identified as important through your critical thinking and analysis:
- cultural values and beliefs in the context of teaching and learning
- the effects of racism, stereotyping, and discrimination on teaching and learning.

- cultural conflicts and home events that can have an impact on bi-multilingual learners.
- communication between home and school to enhance ESOL/foreign & world language teaching and build partnerships with bi-multilingual students' families.
- the interrelationship between language, culture, and identity and the way that teacher views children's cultures, languages, and home/community funds of knowledge as resources and assets for learning
- the importance of teacher's critical self-reflection of one's own cultural self, biases, beliefs, values as a foundation for anti-racist, culturally and linguistically responsive teaching

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Format for Final Written Report

Your paper must be **organized with headings and subheadings according to the format below** and follow APA-7 style writing guidelines for the title page, within-text citations, and references. **Do not include an abstract.**

Include the transcription of part of the interview, the interview questions, and any photographs and/or artifacts in appendices in **ONE** document.

The page-length parameters in the chart below **do not** include the title page, references or any appendices that you may include. *Please use double-space, Times New Roman 12-point font, and 1" margins.*

Section	Page Lengths Per Section
Introduction & Part I Findings	3.0 – 4.0 pages
Part II Analysis	4.0 – 5.0 pages
Part III Recommendations	2.0 – 3.0 pages
Part IV Personal Reflections & Conclusions	2.0 – 2.5 pages
Recommended Total	**11 – 14.5 pages**

Introduction

Part I: Findings: When writing this section, try to place yourself in this family's shoes in order to understand their holistic backgrounds. Explore their views about immigrating or their lived experiences in the host country, educating their children, and engaging with the educational system, and other relevant Findings gained from the interviews. Include the following:

A. Setting
- Describe the setting/format in which the interviews took place.
- Describe the neighborhood and reflections gained from walk through/research.
- Introduce the family and explain why this family was chosen for this study.
- Provide a brief history of the family.
    - Ages, places of birth, countries and cities where they have lived, and ages of child/children when immigrated.
    - Social, educational, linguistic, and cultural backgrounds.
- If applicable: Immigration (first, second generation) experience. Relatives in the area?
- Home and community funds of knowledge, cultural competencies, difficulties encountered in the

U.S., positive experiences.

B. Educational Experience
- What are the family's perspectives about education?
- Family's experiences enrolling and supporting their children in their schools?
- Interactions with teachers and administrators? Support received?
- Educational successes and challenges--What is working? What is not working?
- If relevant, contrast the way things are done "here" with the way things are done "back home."
- Highlight any cultural differences/similarities between home and school

Part II: Analysis: Analyze and interpret your *Findings* about this family's story/experiences **using theory and research** from content/readings in this course. Aim to **integrate multiple themes addressed in this class around equitable, anti-racist, culturally and linguistically responsive teaching and learning environments and experiences. Ground your analysis in a coherent, thoughtful, and thoroughly developed theoretical framework based on learning/content in this course**. A nuanced analysis that situates your Findings within learning from this course represents the "core" of this assignment. Use citations within the text of the paper when relating Findings to relevant theory/research.

Part III: Recommendations

Based on your *Findings,* as well as related theory and research (please cite relevant sources from the course related to your thinking/assertions), which specific recommendations do you have to strengthen meaningful engagement with this family and enhance equity in learning experiences and outcomes for their child/children and/or for bi-multilingual children/families in general? Provide specific, concrete examples of steps teachers and schools can take to:

a. Improve faculty and staff understanding of the need to value cultures, languages, experiences, values and beliefs (e.g., funds of knowledge) of bi-multilingual families in order to create equitable culturally and linguistically responsive school environments and learning experiences across classrooms.
b. Proactively develop stronger, culturally responsive school-family relationships and engagement
c. Make schools and classrooms more welcoming places for bi-multilingual families.
d. Strengthen culturally and linguistically responsive and sustaining individualized instructional and assessment practices that are promising for fostering bi-multilingual learners' language and literacy development and content learning.

Part IV: Personal Reflections & Conclusion:

Explain the most important aspects of your personal and professional growth throughout this project. Reflect on your own cultural identity, beliefs, values, and biases which shaped your analysis and interpretation of the Findings:

Be sure to include **at least one paragraph** that addresses the way(s) that engaging in your own Critical Self-Reflection Cultural Autobiography in this course informed/shaped your approach to, your thinking about, or your reactions/responses to your Findings and analysis.

- What did you learn that you will embrace in your current and future teaching? Why?
- In what ways was this project useful for deepening your understanding of equitable, culturally and linguistically responsive and sustaining teaching?
- In what ways did this project shape or change your assumptions and beliefs?
- Prior to conducting this project, what did you expect to learn about engaging with and learning from culturally diverse, bi-multilingual families?
- How will you apply learning from this project in your current or future practice?
- Why does this effort *matter* to you and to your current or future students?
- What do you want to commit to learning more about after completing this project? Why?

References: Follow APA-7 guidelines.
Appendix I: Interview protocol (questions)
Appendix II: Transcription of part of the interview
Appendix III: Photographs and other artifacts (if available)

EQUITY ISSUE PRESENTATION DIRECTIONS & RUBRIC

This project provides the opportunity to demonstrate your knowledge of the history, research, policy, and current practices in ESOL or world language education as it applies to **an equity issue** related to this course that is currently evident in schools/classrooms. Based on learning from this course and/or knowledge about practices/policies in school settings, **you and your partner(s)** will identify a salient equity issue, research the issue and then create a narrated, in-depth presentation (approximately 15 minutes in length) that includes the following sections:

(****Please note:** You do not necessarily need to address *every* question listed within each section. These are intended to help guide you as you research your topic and organize your information.)

Be sure to make a solid plan for collaboration over time. Each person in the pair or small group will receive the same grade as per the rubric for this major assignment.

Section I: Introduction to the Issue in your Setting:

1. What is the background on the equity issue?
2. How is this topic an "equity" issue and not an "equality" issue?
3. How is it manifested in school settings?
4. Why is it of concern to you as an educator working for equity?
5. Why did your team decide to focus on this issue for your paper?
6. How is the equity issue handled in your professional context (if applicable)?
7. How might this equity issue impact experiences/outcomes for diverse learners?

TIP: This section provides an opportunity for each group member to explain their personal connection to this topic. Make sure to include these connections as you describe and explain the topic.

Section II: Research Related to the Issue (using at least 5 scholarly resources)

1. How prevalent is this equity issue in PreK-12 school settings?
2. Which relevant studies have been done on the impact of this equity issue on diverse learners?

3. Based on the relevant research, what are the effects of this equity issue on diverse learners' experiences and/or outcomes in school settings?
4. How do dominant cultural values contribute to (affect or perpetuate) this issue and its impact on diverse learners?

TIP: Make sure your scholarly resources include peer-reviewed journal articles and/or books. You may also include other reliable online sources in addition to this (including education-related websites explored in this course).

Section III: Possible Strategies/Brief Action Plan to Address Equity Issue

1. Based on your review of the literature, what are some possible research-based strategies for addressing this equity issue in school settings?
2. How empowered would you feel to address the issue? Why?
3. How might you advocate for this equity issue to be addressed? How might you seek others' interest and support in addressing this issue?
4. What benefits can you envision for CLD/bilingual & multilingual learners from these strategies? 5. What happens if this equity issue is not addressed?

TIP: Make sure your recommendations/strategies/action plan are based on the research you've conducted. During your presentation, you should refer to specific research when discussing possible solutions.

Section IV: Additional Feedback

1. What have you learned from feedback you received from others about this issue?
2. What suggestions did your colleagues offer you?
3. What are your colleagues/peers' views toward the research-informed action plan?
4. Do you agree or disagree with their views? Why?
5. What else was significant for you in learning about this issue from interacting with your colleagues?

TIP: Look for similarities in the feedback each group member receives and synthesize this into a streamlined summary.

Section V: Conclusion/Reflections

1. How has your awareness about this equity issue changed? Why is this important?
2. What have you learned from this experience? Why does this learning matter?
3. What have you learned that will help you to work to address this equity issue in your current or future classroom?

TIP: Instead of each person providing an individual reflection, discuss (as a group) how your thinking and learning has changed and describe what the group's overall reflections are.

Section VI: References and sources

1. Include a References page that includes at least five scholarly sources (i.e., peer reviewed journal articles and/or books).
    1. You only need to include your sources on the References slide(s), You don't need to include a citation or reference on any of the slides where you discuss the research.
2. Make sure your References slide is in proper APA-7 format. In particular, please pay attention to the following:
    1. Hanging Indent
    2. Italics & Capitalization APA-7 rules

3. Spacing
3. Please provide source data for any images, videos, etc. that are used. These can be placed on the individual slide (in very small font), underneath the image/graphic.

TIP: For a handy APA formatting guide, please see the OWL at Purdue's APA website.

Presentation details:

Recommended Section Length: (this is approximate)

NOTE: Presentation length DOES NOT include Title Slide or References Slide(s)

Section		Number of Slides
Section I	Introduction	2 - 3
Section II	Research Related to the Issue	3 - 4
Section III	Possible Interventions & Brief Action Plan	2-3
Section IV	Additional Feedback from Colleagues/Peers	2
Section V	Conclusion/Reflections	2
TOTAL		**11-14 slides**

PRESENTATION TIPS:

- Keep the text on each slide limited, and do not read your slides to the viewer. Your narration will provide the explanation, depth, background, etc. to the text on each slide.
- Use graphics that are easy for the viewer to see/read/understand.
- Use graphics that are engaging and relevant to the content on your slide.
- Avoid quotes or large blocks of text.
- Write out the narration for each slide ahead of time and practice reading it before recording. DO NOT TRY TO 'WING IT.'
- Ensure that the narration is clear and easy to understand (no background noise, not too soft/too loud, not too fast/too slow).
- One person can narrate the entire presentation, or you may split this job up between each group member. (**You are not required to be visible in the video.)

Your group may use any presentation software, such as PowerPoint, Prezi, Google Slides, etc. You are also free to create a narrated infographic or use an alternative presentation tool. **Your final presentation must be shared as an mp3 or mp4 file, or as a link to a video posted on a file sharing website such as YouTube or Vimeo**.

Choosing a topic: Below is a list of topics your group may want to explore; however, you are certainly welcome to investigate any equity issue that is of particular interest to you and your group. Regardless of which topic you choose, you must email the instructor and receive approval before getting started.

Possible Topics:

- Systemic racism's impact on student discipline
- Access to advanced coursework
- Talented and gifted placement
- Inappropriate placement in special education
- Professional development (for anti-racism education, special education, ESOL, etc.)
- Interpretation of standardized testing for multilingual learners (MLs)
- Stereotyping/stereotyping threat; role of teachers' implicit bias
- Resources/training for teaching at the intersections of race, ethnicity, language, religion, gender, sexual orientation, socioeconomic class, and ability
- Resources/training for teaching and serving students from refugee and immigrant backgrounds
- Resources/training for teaching and serving LGBTQ+ youth
- Equitable family engagement

EDUC 537 ASSIGNMENT EVALUATION RUBRICS

Bridging the Divide Evaluation Rubric

Criteria & Alignment to TESOL/CAEP Standards	Does Not Meet Standards (1)	Approaches Standards (2)	Meets Standards (3)	Exceeds Standards (4)
Demonstrate knowledge of how dynamic academic, personal, familial, cultural, and social contexts, including sociopolitical factors, impact the education of ELLs; TESOL/CAEP 2a, 2c, 2d	Candidate provides minimal introduction to and description of Findings around the bi-multilingual child/family's cultural, linguistic, educational, and experiential background based on minimal effort to craft and conduct interview of child's family and gathers minimal understanding of child's learning environment and experiences in school setting.	Candidate provides adequate introduction to and description of Findings around the bi-multilingual child/family's cultural, linguistic, educational, and experiential background based on adequate effort to craft and conduct interview of child's family and gather basic understanding of child's learning environment and experiences in school setting.	Candidate provides a satisfactorily detailed introduction to and description of Findings around the bi-multilingual child/family's cultural, linguistic, educational, and experiential background based on satisfactory effort to craft and conduct interview of child's family and gather firm understanding of child's learning environment and experiences in school setting.	Candidate provides a thorough, sophisticated introduction to and description of Findings around the bi-multilingual child/family's cultural, linguistic, educational, and experiential background based on superior effort to craft and conduct interview of child's family and gather nuanced understanding of child's learning environment and experiences in school setting.
Demonstrate knowledge of research and theories of cultural and linguistic diversity and equity that promote academic and social language learning for ELLs. TESOL/CAEP 2b	Candidate provides inadequate analysis and interpretation of Findings with minimal synthesis of relevant research and inadequate connection to theories/concepts from course readings/content	Candidate provides adequate analysis and interpretation of Findings that is situated in adequate synthesis of relevant research and basic level of connection to theories/concepts from course readings/content	Candidate provides satisfactory analysis and interpretation of Findings that is situated in satisfactory synthesis of relevant research and ample connection to theories/concepts from course readings/content	Candidate provides deeply nuanced analysis and interpretation of Findings that is situated in sophisticated synthesis of relevant research and extensive connection to theories/concepts from course readings/content
Apply Findings to develop effective, individualized	Candidate articulates only minimal set of research-based	Candidate articulates basic set of research-based recommendations that are	Candidate articulates clear set of research-based recommendations that are	Candidate articulates exceptional set of research-based recommendations

instructional and assessment practices for their ELLs and support communication with other educators, school personnel to foster student learning of language and literacies in the content areas; Demonstrate knowledge of language processes to facilitate and monitor ELLs' language learning in English; TESOL/CAEP 1c, 2c, 2d, 3e	recommendations that are not sufficient for building knowledge and implementation of culturally and linguistically responsive policies and practices in school across classrooms that inadequately value and leverage bi-multilingual learner and family funds of knowledge in a way that is not likely to strengthen language and literacy development through individualized instruction and assessment.	adequately promising for building knowledge and implementation of culturally and linguistically responsive policies and practices in school across classrooms that adequately value and leverage bi-multilingual learner and family funds of knowledge in a way that may not effectively strengthen language and literacy development through individualized instruction and assessment.	satisfactorily promising for building knowledge and implementation of culturally and linguistically responsive policies and practices in school across classrooms that satisfactorily value and leverage bi-multilingual learner and family funds of knowledge in a way that will satisfactorily strengthen language and literacy development through individualized instruction and assessment.	that are strongly promising for building knowledge and implementation of culturally and linguistically responsive policies and practices in school across classrooms that highly value and leverage bi-multilingual learner and family funds of knowledge in a way that will effectively strengthen language and literacy development through individualized instruction and assessment.
Identify and describe impact of their own identity, role, cultural understandings, and personal biases and conscious knowledge of U.S. culture on their interpretation of educational strengths and needs of individual ELLs and ELLs in general TESOL/CAEP 2e	Candidate provides inadequate reflection that conveys inadequate learning from project and minimal understanding of impact of candidate's cultural identity (values, beliefs, and biases) on creating additive teaching and learning environments and experiences for bi-multilingual learners.	Candidate provides adequate reflection that conveys adequate learning from project and basic understanding of impact of candidate's cultural identity (values, beliefs, and biases) on creating additive teaching and learning environments and experiences for bi-multilingual learners.	Candidate provides nuanced, satisfactory reflection that conveys clear learning from project and clear understanding of impact of candidate's cultural identity (values, beliefs, and biases) on creating additive teaching and learning environments and experiences for bi-multilingual learners.	Candidate provides highly nuanced, sophisticated reflection that conveys deep learning from project and deep understanding of impact of candidate's cultural identity (values, beliefs, and biases) on creating additive teaching and learning environments and experiences for bi-multilingual learners.

Equity Issue Paper Evaluation Rubric

Criteria	Does Not Meet Standards (1)	Approaches Standards (2)	Meets Standards (3)	Exceeds Standards (4)
Relevance of Equity Issue to Critical Multicultural Education TESOL 2a; 2b	Topic/issue not linked to field of critical multicultural education	Topic/issue is of minor importance in field of critical multicultural education	Topic/issue is relevant in field of critical multicultural education	Topic/issue is highly salient in field of critical multicultural education
Presentation of Equity Issue in Candidate's Field Setting TESOL 5b	Completely vague and/or inadequate presentation of background on equity issue; not relevant	Incomplete presentation of background on equity issue and its relevance in field setting	Focused, satisfactorily analytical presentation of background on equity issue and its relevance in field setting	Highly focused, analytical presentation of background on equity issue and its relevance in field setting
Quality of Research Conducted around Equity Issue TESOL 2a; 2b; 5b	Completely vague and/or inadequate presentation of research using 5 or fewer academic sources	Research is presented as summaries rather than synthesis using 5 or fewer academic sources	Satisfactorily nuanced synthesis of research around equity issue using 5 or more academic sources	Highly nuanced synthesis of research around equity issue using 5 or more academic sources
Presentation of Possible Interventions Related to Equity Issue TESOL 2c; 2d; 3a; 5b	Interventions are not grounded in research and/or are only vaguely responsive to equity issue in school setting	Interventions are loosely grounded in research and/or are not responsive to school setting in explicit way	Interventions are satisfactorily grounded in research and clearly respond to equity issue in school setting	Interventions are strongly grounded in research and highly responsive to equity issue in school setting
Incorporation of Feedback around Equity Issue Interventions TESOL 5b; 5c	Feedback was not sought in school setting and is not present in paper	Only minimal feedback sought in school setting; integration of feedback is minimal or unclear	Satisfactory effort to seek feedback in school setting; integration of feedback is satisfactory	Strong effort to seek feedback in school setting; integration of feedback is very clear
Reflective Conclusion around Equity Issue TESOL 2e; 5c	Personal learning around equity issue is not conveyed and/or relevance for CLD learners is not stated	Personal learning around equity issue is minimal; relevance of teaching CLD learners is unclear	Reflects satisfactory personal learning around equity issue; clear relevance for teaching CLD learners	Reflects deep personal learning around equity issue; high degree of relevance for teaching CLD learners